DOCUMENT RESUME

ED 152 087 FL 009 320

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TITLE Results of the MALT Survey on Articulation, 1976-77.
INSTITUTION Montana Association of Language Teachers.
PUB DATE 78
NOTE 16p.
JOURNAL CIT MALT Bulletin, v23, n1 p11-23 Win 1978

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Advanced Placement; Advanced Placement Programs; *Articulation (Program); Cocurricular Activities; *Higher Education; Instructional Materials; *Language Enrollment; *Language Instruction; Language Teachers; School Statistics; *School Surveys; *Secondary Education; Second Language Learning; State Surveys; Surveys; Textbooks
IDENTIFIERS Language Requirement; *Montana

ABSTRACT

A survey on articulation was carried out among foreign language teachers in high schools and colleges in Montana. The information is from the academic year 1976-77. The results are divided into two sections: the high school survey and the college and university survey. The high school survey gives information on the estimated percentage of students studying a foreign language, the languages offered and the number of years for each, the number of schools which offer an advanced placement program in foreign languages and to what extent students avail themselves of this program, the estimated percentage of students who go to college, the total number of foreign language classes taught by individual teachers, total number of students in each class, the textbooks used and the units covered in each, and extracurricular activities. The results of the college survey include the names of the institutions, the languages offered in each, methods of placement, language lab attendance requirements, textbooks used, and extracurricular activities in which students participate. (CFM)

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RESULTS OF THE MALT SURVEY ON ARTICULATION, 1976-77

In his 1976 MALT Conference address, Dr. Howard Nostrand of the University of Washington outlined several proposals to advance the foreign language cause. One was to suggest a regional unification of foreign language teachers' associations to work out a basic standard of achievement for each modern language. The Oregon and Washington associations are working on a basic standards project. They are aiming toward a joint meeting in the fall of 1978 for a comparison of notes. MALT is attempting also to have some material to submit for consideration at that time.

In the meantime, Oregon sent out a survey on articulation. We borrowed their questionnaire, assuming it would be more feasible to compile like information from Montana. Following is the result of the survey which Montana high school and college- level teachers were so kind to fill out. The information is from the academic year 1976-77.

High School Survey

I. *Types and Number of High Schools Reporting*

A. *Rural	21	B. Private	1
Urban	39	Public	60

*Note: Rural school responses are indicated by asterisk (*) throughout the high school survey. Data for urban schools are given parallel to these.

II. *Your High School*

A. Estimated Size of Your High School.

Key to responses:
(1) under 500
(2) 500-1000
(3) 1000-1500
(4) 1500-2000
(5) over 2000

*1	20	2	2	3		4		5	
1	2	2	8	3	8	4	10	5	9

B. Estimated Percent of High School Students Studying a Foreign Language.

Key to responses:
(1) under 10%
(2) 10-20%
(3) 20-30%
(4) 30-40%
(5) 40-50%
(6) 50-60%
(7) over 60%

*1	10	2	8	3	11	4	1	5		6		7	
1	8	2	12	3	14	4	5	5		6		7	

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C. Which Languages Does Your School Offer? Indicate the Number of Years for Each.

Key to responses:
(1) French
(2) German
(3) Spanish
(4) Russian
(5) Latin
(6) Salish

	*Language	Years Offered	Number Responding	Lang.	Yrs. Off.	No. Resp.
1	9	1	2	35	1	1
		2	7		2	10
					3	5
					4	12
					5	8
2	8	1	1	27	1	1
		2	2		2	4
		3	4		3	15
		4	1		4	7
					5	1
3	13	1	2	36	1	2
		2	5		2	5
		3	6		3	6
		4	1		4	1
					5	1
4		0	0	7	3	1
					4	2
5		0	0	18	1	1
					2	9
					3	8
					4	1
6		1	1			

D. Does Your School Offer an Advanced Placement Program in Foreign Language?

*Yes 1 No 20

Yes 12 No 27

E. If "Yes," in Which Languages? (See C above for key to responses.)

*1 ___ 2 ___ 3 1 4 ___ 5 ___ 6 ___

1 10 2 9 3 9 4 1 5 1 6 ___

F. To What Extent Do Students Avail Themselves of This Program?

Key:
(1) Very seldom
(2) Varies from year to year
(3) Very often

*1 ___ 2 4 3 ___

1 5 2 7 3 ___

III. *Your Classes*

A. Estimated Percent of Your *Own* Foreign Language Students Who Go To College.

Key:
(1) under 10%
(2) 10-20%
(3) 20-30%
(4) 30-40%
(5) 40-50%
(6) 50-60%
(7) over 60%

*1	__	2	__	3	1	4	1	5	3	6	2	7	11
1	2	2	2	3	__	4	2	5	9	6	12	7	11

B. Total Number of Foreign Languages Classes You Are Teaching This Year.

*1	8	2	3	3	9	4	1	5	___	6	1	7	___
1	1	2	12	3	5	4	7	5	9	6	4	7	1

C. Total Number of Course Preparations.

*1	2	2	4	3	7	4	2	5	3	6	3	7	1
1	4	2	8	3	14	4	9	5	___	6	2	7	___

D. Do You Teach Subjects Other Than Foreign Languages?

*Yes	20	No	1
Yes	16	No	22

E. Estimated Total Number of Students You Have This Year.

Key:
(1) under 50
(2) 50-75
(3) 75-100
(4) 100-125
(5) 125-150
(6) 150-175
(7) 175-200

*1	7	2	5	3	5	4	3	5	2	6	__	7	__
1	9	2	6	3	14	4	5	5	2	6	__	7	__

F. Which Languages Do You Teach? Indicate Levels Taught.

Key:
(1) French
(2) German
(3) Spanish
(4) Latin

*Language	Levels Taught**	Language	Levels Taught
1 9	1:4 2:5	10	1:1 2:5 3:2 4:2 5:1

**The first number refers to the Levels themselves; the second to the number of responses received.

F. (Cont'd.)

	*Language	Levels Taught	Language	Levels Taught
2	4	2:2 3:1 4:1	12	1:4 2:2 3:4 4:2
3	12	1:2 2:5 3:5 4:1	22	1:2 2:10 3:7 4:1
4	___	___	3	2:2 3:1

G. Estimated Average Number of Students Per Class in Each Level Taught.

*1st yr. 14 2nd yr. 8 3rd yr. 7 4th yr. 3

1st yr. 26 2nd yr. 16 3rd yr. 11 4th yr. 6

H. List the Textbooks You Use at the First-Year Level for Each Language Taught. Indicate the Number of Units Covered in One Year.

1. SPANISH

Text	Units or Lessons Covered, As Reported	Number of Teachers
El español al día	15; 1-15; 21; 1-15; 30; all	7
ALM, I	1-10; 11; 1-14	6
Usted y yo	22; 23 or 24	2
Comencemos		2
Español: Sigamos	1-15; 15+	1
Hablamos español	all	2
Lengua activa, I	3 or 4	1
Entender y hablar	12; 1-13; 12-16	5
Spanish for Communication	100 DLP; 114; selected concepts	3
Spanish	30	1
El camino real	22; 24-26	3

2. FRENCH

Parlez-vous français	57	2
Vous et moi	1-15; 27	2
Le français: Commençons		1
Jeunes voix	18	1
Jeunes visages	18	1
Le français vivant	5	2

Text	Units or Lessons Covered, As Reported	Number of Teachers
Cours elementaire de français	32	2
Son et sens	12	1
ALM, I	1-10; 12; 13	6
Ecouter et parler	6-7; 13-14	2
3. GERMAN		
ALM, I	9; 10; 1-12; 13; 14-15; 15	8
German Today	15	1
Verstehen und Sprechen	14; 16	4
4. LATIN		
Lingua Latina Secundum Naturae Rationem Explicata, Vol. I	20	1
Artes Latinae	1 or 2	1
Using Latin, I	13	1
5. RUSSIAN		
Mixture: Davison, Von Gronicka, Tayo	mixed	1

I. Second-Year Textbooks

1. SPANISH		
El español al día, II	16-end; 18; 3/4 of the book; all	4
ALM, II	10; 12-26; 15-27	5
Sigamos	1-13	1
Lengua activa, II	1/2	1
Entender y hablar	1-16	2
En las Américas	8; 1-8; 12	5
Modern Spanish	10	1
El camino real	1:8; 11:15; 18-22	2
Spanish for Communication	50 DLP; 115-218; 115-220	3
Así son los mejicanos	2-3	1
Así son los españoles	2-3	1
Nuestro mundo		1
Hablar y leer		1

Text	Units or Lessons Covered, As Reported	Number of Teachers
Selecciones de Reader's Digest	1 story per week	1
Cuentitos, Aventuras en la ciudad		1
2. FRENCH		
Je parle français	47	1
Vous et moi	11	1
Le français: Commençons	1/2	1
Le français: Continuons	1/2	1
Oui je parle		1
ALM, II	5; 10; 11; 10-18; 1-25	7
Cours moyen de français	depends	2
Le français vivant	5	1
Son et sens	8	1
Chez les français	1-9	1
Ecouter et parler	16	1
3. GERMAN		
ALM, II	12; 13; 14-17; 15-25	6
Deutsch: So erleben wir es	12	1
Sprechen und Lesen	10; 12-14	4
German Today	15	1
Verstehen und Sprechen	13-14	
4. LATIN		
Artes Latinae	1	1
Lingua Latina..., II	15	1
Using Latin, II		1
5. RUSSIAN		
Mixture: Davison, Von Gronicka, Bond	mixed	1
J. Third-Year Textbooks		
1. SPANISH		
La fuente hispana, III	12; 14	2
El español al día	1-12; depends	4

Text	Units or Lessons Covered, As Reported	Number of Teachers
ALM		1
Multivista cultural	6	
México: Civilizaciones y culturas		1
El hidalgo de la Mancha		1
Perspectivas		1
Hablar y leer		1
En las Américas		1
Leyendas latinoamericanas		1
Leyendas mexicanas		1
Epoca pre-cortesana		1
Obras de los maestros españoles		1
Bodas de sangre		1
No set text:		6
2. FRENCH		
ALM	8; 18-26	2
Reprise		1
Petit prince		2
Individualized packets		2
Variable:		1
3. GERMAN		
Blickpunkt Deutschland	10	1
German in Review	12	1
Lesen und Denken	6 selected units	2
Lekture, II	entire book	1
Im Wandel der Jahre	varies	1
ALM, II	18-25; 19-27; 26-27; 26-34	4
ALM, III	28-32; 26-34	2
German fiction and poetry		1
4. LATIN		
Lingua Latina...	24	1
Using Latin, III		1
5. RUSSIAN		
Von Gronicka-Bond	8	1

Text	Units or Lessons Covered, As Reported	Number of Teachers
K. Fourth-Year Textbooks		
1. SPANISH		
Tesoro hispánico	8	2
Bodas de sangre		1
Barca sin pescador		1
Dama del alba		1
Hombre hispánico		1
Selected poems		1
Variable		2
2. FRENCH		
ALM, IV	25-32	1
Variable		2
Individualized		1
3. GERMAN		
ALM	35-end	2
4. LATIN		
Supplementary readings of Caesar, Cicero; historians, poets		1

L. List Ways in Which You Supplement the Textbook

1. Books: *Los de abajo, Cuentos criollos, El frijolito saltón, Galería hispánica, Temas y diálogos*
2. Newspapers: *El Diario, La Prensa, La Luz; Lekture*
   Magazines: *Mundo Hispánico, Las Américas; Mille; Telva;*
   Readers: *Asterix*
3. Supplementary readers and texts
4. Fairytales
5. Literature excerpts
6. Civilization and cultural and geographical units (e.g., ACTFL self-teaching units)
7. Participation by native speakers: visits, demonstrations
8. Games
9. Studying and doing crafts
10. Conversational units (e.g., Terry Logan's conversational material, 10-minute daily conversations on activities)
11. Songs, records, tapes
12. Dictations
13. Workbooks, dittos
14. Slides, filmstrips; films from state consulates (e.g., "Guten Tag" series; "Vamos a..." series)
15. Extra credit projects

M. What Extra-Curricular Activities do you or your department sponsor for the benefit of students studying a foreign language? Indicate those which have been most popular or beneficial to students in *your* classes.

1. Foreign study and travel: AFS program; teacher-sponsored tours
2. Language camps: Concordia College Village
3. Competitive festivals: Powell, Wyo. Community College
4. Excursions: Art centers, College International Festival
5. Club activities: Raising money for AFS program and tours
6. Banquets: advertising foreign language study by inviting Jr. High students
7. One Latin Club rotates visits with nearby communities' Latin Clubs, and has an annual Christmas party
8. Dinners in restaurants; cooking for other classes or families
9. Soccer teams
10. Art projects: piñatas, maracas, paper maché plates; gingerbread house decorated for raffle
11. Music: Christmas caroling in halls, German band, student musicians accompanying class singing
12. Student-created puppet plays
13. Student-created dramas
14. Dancing
15. Mardi Gras
16. Taking part in community affairs: Red Lodge Festival
17. Advertising foreign language study through poster contests

College and University Survey

I. *Your Institution*

Code:
- CC: Carroll College, Helena (private)
- CGF: College of Great Falls, Great Falls (private)
- EMC: Eastern Montana College, Billings (state)
- MSU: Montana State University, Bozeman (state)
- RMC: Rocky Mountain College, Billings (private)
- UM: University of Montana, Missoula (state)

A. Which Languages Does Your Institution Offer:

- UM: French, German, Spanish, Russian, Latin, Greek, Italian, Chinese, Portuguese
- MSU: French, German, Spanish, Russian; (Chinese, Italian)
- EMC: French, German, Spanish, Norwegian, Crow
- CGF: French, German, Spanish
- CC: French, German, Spanish, Latin, Greek
- RMC: Spanish, Latin

B. In Which of the Above is the B.A. Offered?

- UM: French, German, Spanish, Russian, Latin, Greek, Italian
- MSU: French, German, Spanish

EMC: German, Spanish
CGF: French (German, Spanish with a year of study abroad)
CC: French, Spanish, Latin, Greek

C. Does Your Institution Have a Foreign Language Requirement?

UM, MSU, CGF, CC, RMC: No
EMC: Yes

D. If "Yes," Who Must Complete the Requirement? (1) All Students, or (2) B.A. Candidates Only?

EMC: For B.A. only

E. Do Other Departments or Schools Have a Foreign Language Requirement (Other Than the Institutional Requirement)? and
F. If "Yes," Briefly Describe.

UM: Yes. Generally, five quarters of active skills or three quarters of reading skills.
MSU: Some departments, such as English, Microbiology, and Chemistry require one or two years of a foreign language. Other departments and college, such as Agriculture, include foreign languages among the humanities requirements which may be chosen.
CGF: Yes. English and Humanities: four semesters.
CC: Some departments require it for their major.
EMC: No.

G. What Language-Related Programs Does Your Institution Offer at the Undergraduate Level?

UM: Latin American Studies, Russian Studies, Asian Studies
EMC: Middle East and Latin American Studies
RMC: Latin American Studies
MSU, CGF, CC: None

H. Do Any of the Technical, Professional Schools Offer Programs in Which a Foreign Language is Considered a Definite Asset?

UM: Anthropology, Linguistics
CC: Business. There is a program in Spain for business students.
MSU, EMC, CGF: None

I. Does Your Institution Sponsor Programs for Study Abroad? and
J. If So, Indicate Where.

UM: France, Spain, Mexico, Central America, Austria
MSU: Mexico
CC: France, Spain, Mexico, South America
RMC: France, Spain, Mexico, Central America
EMC, CGF: No

II. *Your Department*

A. What Methods Are Used to Place Entering Students?

UM: CEEB or AT exam scores; personal interviews with faculty members
MSU: Personal interviews with faculty members
EMC: MLA Exam
CC: Meeting with department head
RMC: Departmental placement test

B. Is There Freedom to Change Placement?

All schools: Yes

C. Are There Procedures Established for Students to Obtain Credit?

All schools: Yes

D. What Are These Procedures?

UM: Student must petition a university committee, pay established fees, and successfully complete a course examination.
MSU: Credits are accepted by the department toward the major, but not accepted by the university as a portion of the credits necessary for graduation.
EMC: The student receives credit automatically.
CGF: Student must petition a university committee, pay established fees, and successfully complete a course examination but must successfully complete two semesters beyond the levels being bypassed.
CC: Student must petition.

E. Undergraduate Courses Offered Beyond the Second Year.

UM: Conversation, Composition, Literature, Phonetics, Culture, Linguistics
EMC: Conversation, Composition, Literature, Culture, Linguistics
CGF: Conversation (adult education; non-credit)
CC: Conversation, Composition, Literature, Culture
RMC: Conversation, Composition, Literature

F. Is Language Lab Attendance Required in the First Year Course?

UM: Not generally. It depends on the instructor.
MSU, EMC, CGF, CC: Yes.

G. Is Language Lab Attendance Required in the Second Year Course?

UM, RMC: No.
EMC, CGF, CC: Yes.
MSU: Depends on the course structure.

H. First Year Textbooks:

UM: Hester and Jian, *Découverte et création*
Rogers and Watkins, *German Through Conversational Patterns*
Castells and Lionetti, *La lengua española*
Cioffari, *Beginning Italian Grammar*
Fairbanks and Leeds, *Basic Conversational Russian*
Jenney *et al.*, *First Year Latin*
Donaldson, *A First Greek Course*

MSU: Hester and Jian, *Découverte et création*
Duval, *Moderne deutsche Sprachlehre*
_____, *Arbeitsheft für Moderne deutsche Sprachlehre*
Hansen, *Español a lo vivo*
Braun, *English Grammar for Language Students*

EMC: Brown, *French. Listening, Speaking, Reading, Writing*
Rogers and Watkins, *German Through Conversational Patterns*
Bolinger, *Modern Spanish*
Chapman, *Spoken Norwegian*

CGF: Brown, *French. Listening, Speaking, Reading, Writing*
Schulz, *Deutsch Sprachlehre für Amerikaner*
Turk, *Foundation Course in Spanish*
Mullen, *Lecturas básicas*

RMC: Turk, *Foundation Course in Spanish*

CC: Castells and Lionetti, *La lengua española*

I. Second-Year Textbooks

UM: Christin *et al.*, *Séjour en France*
Dietiker, *En bonne forme*
Vail and Sparks, *German in Review*
Walsh and Sturm, *Repaso*
Davis and Oprendek, *Making Progress in Russian*
Khavronina, *We Speak Russian*
Latin: Selected literary works
Greek: Selected works, and professor's handouts (Madden)

MSU: Dietiker, *Parlez aujourd'hui*
Naurino, *Nouvelles du matin*
Hepworth, *Heiteres und Ernstes*
Vail and Sparks, *German in Review*
Iglesias, *Spanish for Oral and Written Review*
Phillips, *Visiones de latinoamérica*

EMC: Brown, *Langue et littérature. A Second Course in French*
Rogers, Watkins and Spiedel, *Reviewing German*
Vail and Sparks, *Der Weg zum Lesen*

CGF: Hope, *Spoken French in Review*
Babcock, *German and Germany in Review*

Kiddle, *Perspectivas*
Marshall, *La fuente hispana*

RMC: *Perspectivas* and various supplementary texts

CC: *España y los españoles* (1st semester)
Visiones de latinoamérica (2nd semester)
Lengua y lectura

J. Extra-Curricular Activities

UM: Cercle français, Table française, French Club
Spanish Club, Sigma Delta Pi, Weekly *tertulias* in homes
German Club
International Week, including films and plays
French has exchange professors and teaching assistants annually
Chinese has an annual dinner
Russian Club, Russian conversation group
Latin and Greek: keggers

MSU: French and Spanish generally have Christmas activities
German Christmas party
Spanish is setting up a Sigma Delta Pi honorary chapter

EMC: Alpha Mu Gamma, German Club

CGF: Parties and dinners within each language group

CC: Spanish Club
Parties, slides, guests

MALT Articulation Committee
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Volume XXIII, No. 1 15 Winter 1978

FROM THE EDITOR'S DESK

New Year Greetings

Here's hoping that 1978 has begun smoothly for you, and your teaching continues to grow in its reward.

As you can see, the *Bulletin* launches its Vol. XXIII with a new face. Many thanks to Stan Rose for a neat job with his pen. Thanks also to everyone who has sent articles, reports and news. The *Bulletin* is for every facet of language teaching: theoretical and practical, local and universal, linguistic and literary. Let's hear from you.

Annual Conference

As announced in the last issue, April 7 & 8 are the dates to remember for the 1978 Spring Conference, to take place in Helena. That's sooner than you think!

The conference program is rapidly taking shape. As yet, however, there are several gaps to fill, particularly in the following panel and workshop sections:

Culture as Course Content
Maintaining & Increasing Enrollments
Multiple Methods of Teaching One Point
Trips Abroad with Students
Junior High Teaching

Perhaps there is a topic, not included above, that you would like to see handled. If so, or if you have any interest in participating or assisting with the ones listed, please get in touch with President Edie Reichmuth, Vice President Father Hightower, or Secretary Alice Morris. Addresses are given above, on Page 1.

Questions concerning the programs being planned for the specific language sessions should be addressed to the appropriate AAT presidents, also listed on Page 1.

Mistake!

It was reported erroneously in the Winter 1977 *Bulletin* (p. 18) that Rocky Mountain College no longer offers foreign languages. The revised RMC catalogue, very soon to appear, describes the foreign language offerings at the College. See the News Items in this issue for announcements just received from Kathleen Joyce.

Impossible?

With the annual state meeting dates set at April 7 & 8, we are still going to aim for the impossible: to deliver the spring *Bulletin* to you before the conference. Help us out. Send your copy for the spring issue by **MARCH 10.**